

# Texas Education Agency Standard Application System (SAS)

<b>2017-2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           2017 OCT 18 PM 3:58         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Austin ISD – Akins High School / 227901017	227901		
Vendor ID #	ESC Region #		
	13		
Mailing address	City	State	ZIP Code
1111 West 6 <sup>th</sup> Street	Austin	TX	78703

### Primary Contact

First name	M.I.	Last name	Title
Mary		Thomas	Director State and Federal Acct
Telephone #	Email address		FAX #
512-414-3280	Mary.Thomas@austinisd.org		

### Secondary Contact

First name	M.I.	Last name	Title
Tammy		Caesar	CTE Director
Telephone #	Email address		FAX #
512-414-4811	Tammy.caesar@austinisd.org		

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Mary		Thomas	Director, State and Federal Accountability
Telephone #	Email address		FAX #
512-414-3280	Mary.thomas@austinisd.org		

Signature (blue ink preferred)

Date signed

*Mary Thomas*

10.16.17

Only the legally responsible party may sign this application

701-17-103-045

**Schedule #1—General Information**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

The Austin Independent School District (AISD) Akins High School will enhance the offerings in its Social Service Academy to include a Nursing (RN) Track that prepares students for this high-demand, high-wage occupation. Grant funds will provide resources so that Akins students and their teachers have access to the latest technology, career information and innovative practices in acquiring academic skills, technical skills and knowledge in the health sciences cluster. Students will benefit from long-standing and expanded partnerships with Austin Community College (ACC), Seton Health Care Family of Central Texas (Seton) and St. David's Healthcare. Akins RN Track students will have the opportunity to accrue up to 27 college credit hours in health sciences (via dual and articulated credit), complete the prerequisite courses to apply for a RN program upon high school graduation, earn up to one industry-recognized certificate (Certified Nursing Assistant certificate), and engage in meaningful work-based learning experiences. The goals of this proposal align directly to both the district and Akins' goals of graduating all students to be college, career, and life-ready.

**Budget Development & Sustainability:** Beginning in June 2016, AISD's Associate Superintendent of High Schools initiated the Career Launch program, modeled after the successful Pathways in Technology Early College High School, or P-TECH in New York City. The plan, with emphasis on first-generation college-goers, was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two Career Launch Academies, including a Health Science Academy at LBJ Early College High School. Leveraging these existing structures and high-level commitment to a college- and career-focused model, plus expanded partnerships with long-standing partners, Seton, St. David's, and ACC, Perkins Reserve Grant funds will be well-supported and positioned for success.

Grant funds will support upgrades to classrooms to include the latest, health-related technology, including three simulation manikins, a full-electric hospital bed, and a variety of supplies to provide hands-on learning opportunities for students. Funds will also support expanded professional learning for Akins teachers and staff, including a site visit to learn from lessons learned at Pharr-San Juan-Alamo Independent School District. AISD has committed more than 40% in local funds through personnel time to ensure success of the grant, and we are committed to sustaining the grant-funded costs beyond the term of the grant because we are deeply committed to transforming high schools throughout the district to better respond to workforce needs.

**Demographics and Needs Assessment:** AISD is the fifth largest school district in the state of Texas, serving a diverse population of nearly 83,000 students in pre-K through grade 12 across 130 campuses. The majority of AISD students are Hispanic (58%) and/or low-income (53%). More and more students across the district are participating in early college high school programs; in fact, more than one third of students (34.3%) in grades 9-12 completed advanced/dual credit courses in 2015-16. Yet we know we still have work to do in achieving the goal of college, career, and life readiness for all of our students. For example, on measures of postsecondary readiness, we see great disparities: 77% of white students were deemed ready in reading, while just 28% of African American and 34% of Hispanic students scored postsecondary ready in 2016. The Superintendent recently presented this information to his Cabinet members, and issued a call to action to design strategies such as the Akins RN Track to close these gaps.

Akins High School serves a high-need student population of more than 2,700, including 77% Hispanic and 66% low income. In its annual Campus Improvement Plan (CIP), the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff) has identified focus areas of

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

college, career and life readiness and direct-to-college enrollment. The Akins RN Track will help address these needs by providing additional opportunities for students to participate in enrichment programs, such as health science CTE courses, and increase the percentage of students who enroll in postsecondary education directly after they graduate from high school.

**Management Plan:** This grant will leverage existing management structures at Akins' Social Service Academy, including the Leadership Triad that is made up of the Academy Counselor, Coordinator, and Assistant Principal. On a daily and weekly basis, the Leadership Triad will respond to individual student needs as they arise, and on a monthly basis, they will update the district-level team (CTE Director and CTE Specialist, Associate Superintendent of HS) with formative data.

**Evaluation Plan:** To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Akins and district-level CTE staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise.

**Statutory Requirements:** AISD will comply with all statutory requirements as outlined in the district's 2017-2018 Perkins Formula Grant and with Section 22.0834 of the Texas Education Code, ensuring any person offered employment at AISD is subject to the fingerprinting requirement.

**Program Requirements:** This project will supplement AISD's CTE Career Cluster programs of study in Health Sciences at Akins High School so that CTE students have increased opportunities to acquire knowledge, skills, and abilities related to health sciences that will provide a pathway to the high-demand, high-wage occupation of nursing (Program Requirement 8). AISD collaborated with our local workforce development board to identify the current and projected need for Registered Nurses and Licensed Vocational Nurses in the Austin Metro Area (Program Requirement 1). As a result of increased opportunities for an enhanced health sciences program of study and through partnerships with ACC, Seton and St. David's, students will increase academic and technical knowledge and skills. The project will improve student outcomes by providing more real-world and cutting-edge educational opportunities through an enhanced nursing program at Akins High School that will excite and engage students in deeper learning.

In partnership with ACC, Akins RN Track students will have the opportunity to attain 27 college credit hours in health science fields (including dual and articulated credits), pre-requisites for application to a RN program in their 13<sup>th</sup> year of schooling, and an industry-recognized certificate (Program Requirements 2,3, 7). Throughout their high school career students will engage in healthcare industry experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in 9<sup>th</sup> and 10<sup>th</sup> grade and build to more intensive career preparation activities in 11<sup>th</sup> and 12<sup>th</sup> grades in partnership with industry partners Seton and St. David's (among other potential, prospective industry partners) (Program Requirements 4,5). There is broad support for the enhancement of Akins' Social Service Academy to include a nursing track – from the campus to the district, and beyond to include key community and higher education partners that will ensure the school will continue to meet the goals of the grant program after the end of the grant program. (Program Requirement 6)

There will be an ongoing focus on sustainability. Project staff will leverage existing supports including the following: AISD's Strategic Plan Scorecard indicators that align with Akins RN Track and district goals, the AISD High School Office's Career Launch projects already moving toward workplace learning, and AISD Office of Innovation and Development (OID) accomplishments in establishing partnerships with business and nonprofit partners. Strong partnership support, as evidenced by attached agreements from Seton, St. David's, and ACC, together with regularly publicized data will position the Akins RN Track to be expanded and sustained.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$31,879
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$24,011	\$0	\$24,011	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$3,228	\$0	\$3,228	\$0
Schedule #11	Capital Outlay (6600)	6600	\$47,700	\$0	\$47,700	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$74,939</b>	<b>\$0</b>	<b>\$74,939</b>	<b>\$31,879</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director – 15% of Tammy Caesar (ED of CTE)			\$	\$10,399
5	Project coordinator – 25% of Melissa Royer (Instructional Support Analyst)			\$	\$10,084
6	Teacher facilitator – 25% of Juanita Soto (Akins HS Teacher)			\$	\$8,516
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$1,200
26	6119 Professional staff extra-duty pay			\$	\$1,680
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$	<b>\$31,879</b>

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

### Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227901		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval: textbooks, health science-related supplies	\$24,011	\$
<b>Grand total:</b>		<b>\$24,011</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3,228	\$
<b>Grand total:</b>		<b>\$3,228</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Simulation Manikin	3	\$15,000	\$45,000	\$
20	Full-electric hospital bed	1	\$2,700	\$2,700	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$47,700</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	199	66.3%	The percentages represent the demographic breakdown of the comprehensive, Akins High School, from the 2015-16 Texas Academic Performance Report. Because we expect the demographic profile of the RN cohort to be similar to the general student population, we multiplied the percentages by the anticipated number of students (300).
Limited English proficient (LEP)	36	11.9%	
Attendance rate	NA	91.8%	
Annual dropout rate (Gr 9-12)	NA	1.3%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	50%	The teacher demographic information reflects the Akins RN Track teachers (2).
6-10 Years Exp.	0	0%	
11-20 Years Exp.	1	50%	
20+ Years Exp.	0	0%	
No degree	0	0.0%	
Bachelor's Degree	2	100%	
Master's Degree	0	0%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										180	120			300

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2			2

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments encompass two major areas: the students in Akins Registered Nursing (RN) Track and current and projected high-demand occupations in Central Texas. See AISD's response to TEA Program Requirement 1 for a summary of how we collaborated with our local workforce board to identify nursing (RN and LVN) as the high-demand occupations we would target with the Akins RN Track.

Each school year the principal of each AISD campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the Campus Improvement Plan (CIP). The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's High Schools Office works with each high school during the CIP process to provide support and guidance as needed. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which included ambitious yet achievable targets for the following items in 2016-17: (1) % of students graduating in four years, (2) number of industry licensures/certifications earned by high school students, (3) % of annual graduates completing a 4<sup>th</sup> year of high school math, (4) % of students enrolling directly in college (within a year of graduation) or earning college credit prior to graduation, and (5) SAT/ACT/TSI performance rates of annual graduates.

Akins High School 2016-17 CIP includes two focus areas that relate to the establishment of the Akins RN Track on its campus:

1. **College, Career, and Life Readiness:** To better prepare Akins students for college and career, the campus seeks to increase access to and support for CTE and 21<sup>st</sup> Century Workforce Development by increasing the number of industry licensures/certifications completed by students to at least 745, and ensuring at least 26.9% of 9-12<sup>th</sup> grade students complete Advanced/Dual Credit courses. Campus staff will reach these goals by providing more opportunities for students to participate in enrichment programs such as CTE courses, student organizations, leadership opportunities and specialized career opportunities, and engage parents in CTE classrooms (e.g. guest speakers, industry site visits) and academy-wide events.
2. **Direct-to-College (DTC) Enrollment:** The campus seeks to increase the percentage of students who enroll in postsecondary education directly after they graduate from high school. The campus has set a measurable target of achieving a 10% increase in the DTC enrollment for the Class of 2017. The Class of 2016 had a 53% DTC enrollment rate. There will be an elevated focus on increasing the number of college, financial aid and scholarship applications submitted for the Class of 2017 to reach this goal.

Within the Social Services Academy (where the RN Track will be housed), a team led by the Leadership Triad, including the Academy Counselor, Coordinator, and Assistant Principal will collect data and prioritize needs. On a regular basis, the triad will respond to individual student needs as they arise, and on a monthly basis, they will update the district's CTE team with formative data and prioritization of needs. Tracked data will include the performance measures along with other data identified.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In the Austin-Round Rock, Texas Metro Area, there are currently 7,821 job openings for Registered Nurses (RNs) and 670 for Licensed Practical and Licensed Vocational Nurses (LPN & LVNs) (Source: WANTED Analytics). And for Austin-Round Rock, Texas Metro Area, there are a projected 3,865 RNs and 1,052 LPN/LVNs needed over the next five years (2016-2021) (Source: JobsEQ).	- Students will complete a course sequence of college-level health science courses that meet the pre-requisites for admission into most nursing programs. Graduates will be competitive to apply for an LVN, ADN or BSN nursing program that will eventually earn them an RN or LVN.
2.	As part of the district's strategic plan, AISD has set the goal to increase the number of students graduating in four years.  94% of Akins HS Class of 2015 graduated on time (Source: TEA Academic Performance Report, 2015-16).	Students will engage in hands-on learning that builds awareness of potential careers in the health sciences field and gain up to 27 college credit hours in health sciences and a Certified Nursing Assistant (CNA) certificate. The model motivates students, promotes better outcomes and increases high school graduation and completion rates.
3.	Akins HS CIP and District Strategic Plan have set goals to increase the number of students completing college and financial aid applications.  70% of Akins HS Class of 2017 submitted an Apply Texas application (Source: Apply Texas), and 71% submitted financial aid applications (Source: Ibid).	Akins RN Track will have a college-going culture, in large part due to the alignment between college and high school courses and the range of activities and approaches to signify college experience (e.g. students may go to ACC to take courses in 11 <sup>th</sup> /12 <sup>th</sup> grade). The SSA Academy Counselor will also work with existing staff to ensure students are completing college and financial aid applications.
4.	Akins HS CIP and District Strategic Plan have set goals to increase the # of students taking pre-AP, AP, and/or ACC dual credit courses.  In 2016, 40.4% of Akins students took AP, International Baccalaureate® (IB) and/or Dual Credit Courses.	The draft crosswalk of courses students in Akins RN Track will take includes dual credit and articulated credit courses equivalent to 27 credit hours in health sciences field.
5.	Akins HS CIP and District Strategic Plan have set goals to increase the # of students who enroll in postsecondary education directly after they graduate from high school.  53% of Akins HS Class of 2015, as compared with 60% of students districtwide enrolled in postsecondary education in the fall semester immediately following high school graduation (Source: National Student Clearinghouse, August 2016).	The integrated scope and sequence with ACC and various work-based learning experiences will help students build awareness of potential nursing careers and required additional education beyond high school.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	SSA Academy Leadership Triad	Visionary and experienced leaders who foster teamwork to build a community of learners; experience using data to guide change; skills to build and sustain academy culture; experience collaborating with industry and higher education. Experience working with high school students to support educational outcomes; meet regularly with students individually and as groups to support coursework, WBL, and postsecondary attainment; ability to manage multiple priorities and work effectively with industry and higher education partners.
2.	Akins HS Principal	Experienced leader skilled at managing staff teams; Responsible for school operations and teaching and learning on the campus.
3.	CTE Specialist & CTE Director	Experienced leader skilled at managing staff teams; skills in program and relationship development; excellence in managing multiple priorities and collaborating with industry and higher education partners.
4.	Associate Superintendent of High Schools	Responsible for school operations and teaching and learning for all AISD high schools; experience as school leader and leading initiatives to raise attendance rates, additional communication strategies among high school team, and monitoring methods for campus performance.
5.	Teachers	Mindset that embraces innovation and affirms that every child can achieve; experience creating interdisciplinary, project-based curriculum; collaborative and open to new ways of teaching.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Outfit classrooms to be used for RN track.	1. Purchase new equipment and supplies.	12/13/2017	6/30/2017
		2. Install equipment and upgrade classrooms with new equipment.	12/13/2017	6/30/2017
2.	Plan and implement college-going culture and career awareness and exploration activities	1. Develop calendar of college-related and WBL activities for 9-12 <sup>th</sup> grade years.	12/13/2017	6/30/2017
		2. Pilot at least one WBL activity with other SSA track (allied health or pre-med).	12/13/2017	6/15/2017
3.	Prepare teachers and provide ongoing professional development (PD)	1. Akins Health Science teachers and CTE leaders conduct site visit to Pharr-San Juan-Alamo ISD to observe and learn from model program	12/13/2017	8/30/2017
		2. Ongoing PD for SSA teachers around interdisciplinary, project-based lessons and units.	12/13/2017	6/30/2017
		3. Collaborate in smaller groups to discuss curriculum, plan units/lessons, create formative assessments	12/13/2017	6/30/2017
4.	Engaging, high-quality student experience	1. Recruit students to participate in RN track	12/13/2017	6/30/2017
		2. Provide academically rigorous environment with supports (e.g. AVID)	12/13/2017	6/30/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has a system-wide continuous improvement structure that encompasses campus programs, staff, students, and parents. Data are collected from numerous sources: student (academic, attendance, discipline, health, social and emotional indicators), campus program reports to the Superintendent (through Associate Superintendents and Chief Officer of Teaching and Learning), and surveys (staff, students, parents). AISD's system is supported by the Department of Research and Evaluation (DRE), who will work closely with program staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

The evaluation plan will be used to ensure continuous improvement:

- 1) *Program Management* to monitor the ongoing operation of programs;
- 2) *Staying on Track* to ensure that programs stay focused on goals, objectives, strategies, and outcomes;
- 3) *Efficiency* to streamline service delivery and help lower the cost of services;
- 4) *Accountability* to produce evidence of program effects; and
- 5) *Sustainability* to provide evidence of effectiveness to all stakeholders.

Feedback and continuous improvement of the proposed Academy will be monitored by the SSA Academy Leadership Triad through active, regular review of student performance data.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is broad support for the enhancement of Akins' Social Service Academy to include a nursing track – from the campus to the district, and beyond to include key community and higher education partners that will ensure the school will meet the goals of the grant program after the end of the grant program.

Beginning in June 2016, AISD's Associate Superintendent of High Schools initiated the Career Launch program, modeled after the successful Pathways in Technology Early College High School, or P-TECH in New York City. The plan, with emphasis on first-generation college-goers, was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two Career Launch Academies, including a Health Science Academy at LBJ Early College High School. Leveraging these existing structures and high-level commitment to a college- and career-focused model, plus expanded partnerships with long-standing partners, Seton, St. David's, and ACC, Perkins Reserve Grant funds will be well-supported and positioned for success.

The Office of Innovation and Development (OID) is also helping to support the Career Launch and CTE programs through ongoing relationships and agreements with area business, institutions of higher education, and community partners. Established to build strategic partnerships and to link community-based service providers and corporations with AISD, OID has a track record of success. For example, since 2010-11, OID has collaborated with the district's Social and Emotional Learning (SEL) Department to secure approximately \$12 million for the district's SEL initiative, including funds from government, individuals, local and national foundations, and other external partners. This effort is receiving national recognition for successfully blending public and private funds to sustain a proven program model that is achieving positive, measurable student results.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Provide, track and monitor industry experiences (i.e. WBL activities)	1.	# of industry experiences provided to students (by type)
		2.	# of students that participated in industry experiences (by type)
		3.	# of students employed as a result of this program and nature of employment (by type)
2.	Maintain ongoing collaboration with postsecondary and industry partners	1.	Kind and # of opportunities provided for CTE teachers and higher-education faculty to collaborate through planning, co- or team teaching and PD
		2.	# and kind of significant learning opportunities participants had with partnering organizations and institutions.
		3.	# of strategic partnerships who provided an identified program of study.
3.	Establish and monitor college and career-oriented culture	1.	# of industry certifications and/or licenses earned by students that are included on PER, and # of students earning 1 or more industry certifications or licenses that are included on the PER and related to nursing
		2.	# of industry certifications and/or licenses earned by students that are related to nursing, and # of students earning 1 or more industry certifications or licenses that are related to nursing
		3.	# of students participating who are making required progress towards graduation
		4.	Average # of college credit hours earned per student
4.	Ensure high-need student participation	1.	# and % of students participating in the grant program that are classified as at-risk students, and % of participating at-risk students compared to their representation in the whole student population

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with program staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the Social Services Academy Leadership Triad, will collect data and prioritize needs. On a daily and weekly basis, the Leadership Triad will respond to individual student needs as they arise, and on a monthly basis, they will update the district-level team (CTE Director and CTE Specialist, Associate Superintendent of HS) with formative data.

Additionally, each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates, core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. Akins staff will utilize these reports to help make strategic decisions to support students and teachers as needed, well before the end of the school year. They will regularly share these reports and other benchmark data with the district-level team. Finally, any evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and CTE staff. The reports also will be posted to the district's website.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In collaboration with the local workforce development board, Workforce Solutions – Capital Area Workforce Board, AISD identified high-demand, high-wage occupations and programs of study in the Health Science field. Workforce Solutions' analysis of workforce data conclusively demonstrates the current and projected need for Registered Nurses (RNs) and Licensed Practical and Licensed Vocational Nurses (LPN & LVNs) in Central Texas. According to WANTED Analytics – Austin-Round Rock, Texas MSA, there are currently 7,821 job openings for RNs and 670 for LPN/LVNs. These job openings include staffing agencies, since many large healthcare organizations utilize staffing agencies to recruit talent. Additionally, many healthcare professionals are employed by staffing agencies and work as contract RNs or LPN/LVNs at different healthcare facilities.

According to JobsEQ for Austin-Round Rock, Texas MSA, there are a projected 3,865 RNs and 1,052 LPN/LVNs needed over the next five years (2016-2021). There are currently many more RN and LPN/LVN job openings than accounted for by projections; thus, it appears that these two occupations are actually growing at a much faster rate than projected. And, according to the Texas Workforce Commission's annual wage survey, the starting hourly salaries for Travis County RNs and LPN/LVNs, respectively, are \$25.88 and \$18.69. For RNs and LPN/LVNs, the experienced wages are \$35.62 and \$24.56. This equates to an opportunity to increase wages by 38 percent for RNs and 31 percent for LPN/LVNs.

Students in the Akins RN Track will be poised to be competitive to enter an RN or LVN program because they will have completed the pre-requisite courses during high school, with supports to help them earn at least a C, and have engaged in meaningful work-based learning experiences at partner institutions, including Seton and St. David's. For those students who are unable to earn at least a C in these courses (which is required for admissions to an RN program), they will be counseled to pursue the LVN path, which has less selective admissions requirements. Students who decide to earn an LVN in their 13<sup>th</sup> year can still go onto pursue an ADN or BSN in subsequent years if they wish. Nevertheless, students will also have the opportunity to earn industry-recognized certifications, such as Certified Nursing Assistants, which can further bolster their eventual application to an LVN or RN program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Akins RN Track students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, and six elective credits for a total of 26 credits. Each year, eligible students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready.

Students will also complete the Health Sciences course pathway that AISD's CTE Department has created and articulated with ACC and Advanced Technical Courses (ATC). This pathway includes 4 credits and the opportunity to attain an industry certification:

1. **Principles of Health Science** (Grade 9 – articulated): Designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. (1 credit)
2. **Health Science Theory** (Grade 10 – articulated): Designed to advance the knowledge and skills required in a wide variety of health careers through simulated hands-on experiences. (1 credit)
3. **Practicum in Health Science** (Grade 11): Designed to give students real world application with the intent to gain a certification in a variety of health care careers. Students will have an opportunity to travel to various medical sites to enhance their previously acquired skills. At the conclusion, they may earn an industry certification in Certified Nursing Assistant. (2 credits)

Students will also complete 21 dual credit hours over the course of grades 11-12 and complete pre-requisites required for an Associate or Bachelor's degree in nursing. Academy students will take the following dual credit courses to prepare them for a career as a registered nurse:

- Pharmacology (HPRS 2300)
- Introduction to Anatomy & Physiology (BIOL 2404)
- Anatomy & Physiology I (BIOL 2401)
- Anatomy & Physiology II (BIOL 2402)
- Medical Terminology (HPRS 1206)
- Microbiology for Health Sciences (BIOL 2420)

Akins RN Track students will be poised to be competitive to enter an RN or LVN program within one year of graduating from high school, because they will have completed the necessary pre-requisite courses and have engaged in meaningful work-based learning experiences.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Akins RN Track students will complete the required credits to graduate under the Recommended High School Plan, earn up to 27 college credits (dual credit and articulated credit), at least one industry certification by grade 12, and the pre-requisites for an RN program. The attached crosswalk illustrates a sample course sequence that a student could pursue to complete a bachelor's degree within two years of graduating from high school. As previously mentioned, there are numerous pathways students may take to become a nurse upon high school graduation. Students become RNs after (1) successful completion of an ADN or BSN program, and (2) meeting the required NCLEX score by the Texas Board of Nursing. The attached crosswalk shows the path a student would take if s/he were admitted to Texas State University's Bachelors of Science in Nursing program upon graduation from Akins HS.

Grade	Semester 1	Articulated	Dual Credit	Semester 2	Articulated	Dual Credit
9	English I			English I		
9	Algebra 1			Algebra 1		
9	Social Emotional Learning			Social Emotional Learning		
9	Biology			Biology		
9	AVID (TSI)			AVID		
9	Spanish I			Spanish I		
9	Fine Arts			Fine Arts		
9	Principles of Health Science	ACC		Principles of Health Science	ACC	
10	English II			English II		
10	Geometry			Geometry		
10	World History			World History		
10	Chemistry			Chemistry		
10	PE			PE		
10	AVID			AVID		
10	Spanish II			Spanish II		
10	Health Science Theory	ATC		Health Science Theory	ATC	
11	English III			English III		
11	US History			US History		
11	Pre-Calculus			Pre-Calculus		
11	Physics			Physics		
11	Intro to A&P		BIOL 2404	Anatomy 1		BIOL 2401
11	AVID			AVID		
11	Practicum in Health Science- C.N.A.			Practicum in Health Science- C.N.A.		
11	Certificate			Certificate		
12	English IV			English IV		
12	US Government			Economics		
12	Statistics, Calculus			Pharmacology		HPRS 2300
12	AVID			AVID		
12	Anatomy and Physiology II		BIOL 2402	Microbiology for H.S.		BIOL 2420
12	Medical Terminology		HPRS 1206	Medical Terminology		HPRS 1206

Endorsements: Public Services; Dual Credit: Pre-Health Sciences

**Upon admission to Texas State Bachelor's of Science in Nursing Degree Program**

The BSN requires specific courses for degree completion, and with wise planning, you may take courses that satisfy both the Core Curriculum and the BSN requirements within 2 years of transfer:

020 Mathematics	Math 1315 or 1319 or 1329	Additional Lower-Division BSN Requirements	
030 Natural Sciences	BIOL 1330	BIOL 1322	BIO 2452
	CHEM 1341	PSYC 2314	NUTR 2360
080 Behavioral and Social Sciences	PSY 1300	BIO 2440	PSY ELNA
		BIO 2451	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Akins RN Track will leverage long-standing partnerships with the following institutions of higher education and healthcare providers in the Austin-metro area:

- **Austin Community College (ACC):** For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's College and Career Preparatory Programs (CCPP). CCPP oversees the development and implementation of the Career and Technical Education (CTE) programs and redesign in AISD. During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop six ECHS programs, and provide articulated CTE courses. (See attachments for MOUs and Articulation Agreements between AISD and ACC.) Akins RN Track students will complete the Health Sciences course pathway that AISD's CTE Department has created and articulated with ACC.
- **Seton Healthcare:** Since 1998 Seton and AISD have formally contracted for Seton to deliver all of the district's student healthcare services. In addition, AISD students from 13 of the district's 17 high schools participate in clinical rotations and other work-based learning experiences at several Seton and St. David's sites, including Seton Southwest, Dell Children's Medical Center, and St. David's South Austin Medical Center. Seton is serving as the key industry partner in AISD's 2016-2018 ICN Innovative Academy grant award. As a result, Akins RN Track students will benefit from aligned curricular tools and additional work-based learning experiences, including worksite visits, campus speakers, project days where industry professionals and students work on hands-on activities together.
- **St. David's Healthcare:** Akins RN Track students will benefit from a 6-week clinical rotation at St. David's South Austin Medical Center during their Practicum in Health Science course.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Akins RN Track students and staff will benefit from the curriculum being developed in partnership with Seton Healthcare Family of Central Texas as part of AISD's 2016-2018 ICN Innovative Academy grant award. Since February, key Seton staff have been collaborating with CTE leaders to develop a curriculum that is appropriately aligned to marketable skills in the nursing field and includes industry-recognized credentials as part of the degree plan design. Upon award of a Perkins Reserve grant, Akins RN Track teachers and SSA Academy administrators will be invited to participate in this ongoing work to develop a curriculum aligned with workforce demands.

Another partner, St. David's South Medical Center, will also support students' workplace experience through the St. David's School Affiliation Agreement with AISD. Having two industry partners will enrich the program and give Akins RN Track students geographic and scheduling options.

The curriculum development process includes engagement in an evidence-based process used at P-TECH schools in New York City called Skills Mapping, which maps the academic, technical and workplace skills Seton (and additional industry partners) desires in future employees. This team has also developed a calendar of college-related and work-based learning activities for students interested in nursing degrees to complete, including career awareness (e.g. workplace tours, guest speakers, career fairs, project days), career exploration (e.g. informational interviews, mentorships, field trips, simulations), and career preparation activities (e.g. workplace challenges, internships, apprenticeships, clinical observation experiences). Akins RN Track staff will leverage this Skills Mapping calendar to align opportunities with their students' needs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

There is broad support for the enhancement of Akins' Social Service Academy to include a nursing track – from the campus to the district, and beyond to include key community and higher education partners that will ensure the school will continue to meet the goals of the grant program after the end of the grant program.

Akins High School (AHS) has a track record of success, amidst often difficult odds. Opened in 2000 at a location outside the city, AHS draws students from low-income neighborhoods as well as new subdivisions accompanying the rapid commercial and residential growth in south Austin. The over 2,700 predominantly Hispanic, economically disadvantaged student population exceeded the district's graduation rate, with more than 94% of its students graduating on time. And in 2017, this higher-need school was ranked among the best in the nation (195<sup>th</sup> in Texas and 2291<sup>st</sup> nationally) by U.S. News and World Report.

Of the six smaller-learning academies that are housed on Akins HS campus, the Social Services Academy (where the RN Track will be housed) currently offers three majors: Health Science Technology (with Allied Health and Pre-Med strands), Education and Training, and Human Services. The Social Services Academy (SSA) creates a community where students have first-hand experiences that broaden their understanding of the skills and knowledge essential to careers serving society in healthcare, education, mental health, and social work. Current certifications include Certified Nursing Assistant, Pharmacy Technician, Phlebotomist, and Emergency Medical Technician. Teachers support caring students who, in an effort to better society, learn to empathize with the needs of an individual and a diverse global community. SSA teachers and staff prepare students for college and careers in the growing fields of Health Science, Education, and Human Services.

Beginning in June 2016, AISD's Associate Superintendent of High Schools initiated the Career Launch program, modeled after the successful Pathways in Technology Early College High School, or P-TECH in New York City. The plan, with emphasis on first-generation college-goers, was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two Career Launch Academies, including a Health Science Academy at LBJ Early College High School. Leveraging these existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Seton, St. David's, and ACC, grant funds will be well-supported and positioned for success.

The Office of Innovation and Development (OID) is also helping to support the Career Launch programs through ongoing relationships and agreements with area business, institutions of higher education, and community partners. Established to build strategic partnerships and to link community-based service providers and corporations with AISD, OID has a track record of success. For example, since 2010-11, OID has collaborated with the district's Social and Emotional Learning (SEL) Department to secure over \$11 million for the district's SEL initiative, including funds from individuals, local and national foundations, and other external partners. This effort is receiving national recognition for successfully blending public and private funds to sustain a proven program model that is achieving positive, measurable student results.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

In partnership with ACC and Seton, AISD developed a program of study in health science in which Akins RN Track students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready.

Additionally, Akins RN Track students will have the opportunity to earn industry-recognized certifications through the Health Sciences course pathway that AISD's CTE Department has created and articulated with ACC. This pathway includes four credits and the opportunity to attain an industry certification in: Pharmacy Technician, Certified Nursing Assistant, Phlebotomy, and/or Emergency Medical Technician.

As demonstrated in the draft crosswalk (TEA Program Requirement 3), students will complete the pre-requisite courses to be competitive to enter an RN or LVN program, with supports to help them earn at least a C. Although students will be encouraged to choose a nursing path, they will also have the flexibility to choose another health science field along the way. For example, for those students who are unable to earn at least a C in college credit courses (particularly the challenging Anatomy and Physiology courses), they may be counseled to pursue the LVN path, which has less selective admissions requirements. Students who decide to earn an LVN in their 13<sup>th</sup> year can still go onto pursue an ADN or BSN in subsequent years if they wish. Alternately, Akins RN Track students will have attained at least one industry certification (through AISD's CTE Practicum course), such as Certified Nursing Assistants, which can lead directly to employment or further bolster their eventual application to an LVN or RN program.

Throughout their high school career, healthcare industry experiences will be made available to all students in partnership with industry partners Seton and St. David's (among other potential, prospective partners). Specifically, students will engage in work-based learning (WBL) experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in 9<sup>th</sup> and 10<sup>th</sup> grade and build to more intensive career preparation activities in 11<sup>th</sup> and 12<sup>th</sup> grades.

- **Career Awareness:** Activities designed to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes. Career awareness activities include career mentoring, workplace tours, guest speakers, career fairs, and project days.
- **Career Exploration:** Activities designed to promote a deeper understanding of a particular industry, career, or occupation of interest. Career exploration activities include informational interviews, mentorship, focused field trips, and simulations.
- **Career Preparation:** Activities designed to provide an in-depth discovery of the nursing career and the development of the skills and understanding of the education or training needed to be a nurse. In the workplace, career preparation activities may include workplace challenges and internships, apprenticeships or other work experiences (e.g. clinical observation experiences).

Students' experiences will be compatible with their age and stage of development. In addition, classroom activities will support and provide opportunities to reflect what's learned in the workplace and community, and WBL experiences will support the classroom curriculum. Akins RN Track graduates will not only meet the necessary academic and occupational skills requirements for a particular job or position, they will also master professional skills such as integrity and dependability, negotiation and teamwork, and problem solving and flexibility.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227901

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

A Perkins Reserve Grant will complement Akins High School's existing CTE program.

As part of the AISD High School Redesign plan in 2005, Akins High School divided the large comprehensive high school into six different Academy-structured Smaller Learning Communities. From 9th-12th grade, career-focused learning Academies strive to offer rigorous, relevant curriculum to promote student success. Each Academy offers a core foundation of courses and real-world learning experiences for every student. At the end of each major, students are able to participate in some type of capstone, internship, and/or practicum program.

The Akins RN Track will be one of the strands offered to students in the Social Services Academy. The Social Services Academy (SSA) creates a community where students have first-hand experiences that broaden their understanding of the skills and knowledge essential to careers serving society in healthcare, education, mental health, and social work. Current certifications include Certified Nursing Assistant, Pharmacy Technician, Phlebotomist, and Emergency Medical Technician. Teachers support caring students who, in an effort to better society, learn to empathize with the needs of an individual and a diverse global community. SSA teachers and staff prepare students for college and careers in the growing fields of Health Science, Education, and Human Services.

Akins RN Track students will have the opportunity to earn industry-recognized certifications through the Health Sciences course pathway that AISD's CTE Department has created and articulated with ACC. This pathway includes four credits and the opportunity to attain an industry certification in: Pharmacy Technician, Certified Nursing Assistant, Phlebotomy, and/or Emergency Medical Technician.

A Perkins Reserve Grant will complement district-wide CTE efforts. Beginning in June 2016, AISD's Associate Superintendent of High Schools initiated the Career Launch program, modeled after the successful Pathways in Technology Early College High School, or P-TECH in New York City. The plan, with emphasis on first-generation college-goers, was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two Career Launch Academies, including a Health Science Academy at LBJ Early College High School. Leveraging these existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Seton, St. David's, and ACC, grant funds will be well-supported and positioned for success.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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